

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 3:51 DOCUMENT CONTROL CENTER </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Southwest Preparatory School	Vendor ID # 74-2875825	Mailing address line 1 1258 Austin Hwy.	
Mailing address line 2	City San Antonio	State TX	ZIP Code 78209
County-		US Congressional	
District # Campus number and name 015-807 Southwest Preparatory School	ESC Region # 20	District # 21	DUNS # 967736299

Primary Contact

First name Cyndy	M.I. D	Last name Spivey	Title Assoc. Superintendent
Telephone # 210-829-8017	Email address cyndy.spivey@swprep.org		FAX # 210-829-8514

Secondary Contact

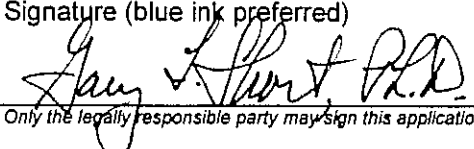
First name James	M.I. K	Last name Neal	Title Deputy Superintendent
Telephone # 210-829-8017	Email address james.neal@swprep.org		FAX # 210-826-9962

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Gary	M.I. L	Last name Short	Title Superintendent
Telephone # 210-829-8017	Email address Gary.short@swprep.org		FAX # 210-829-8514
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southwest Preparatory School (SWP) is a Title I-funded district with 5 campuses serving a population with 77% of the students identified as economically disadvantaged. The goal of the SWP EEIP program is to systematically transform educator effectiveness with a holistic approach through the funding of innovative practices, such as the EEIP grant, that target the entire timeline of a teacher's career and provide the opportunity for improved student learning and student academic performance. The goals were developed utilizing the Critical Success Factors (CSF) and the 6 components (Required Practices and Preferred Practices) of the EEIP Grant, in conjunction with SWP teachers and campus/district administrators (100% buy-in as detailed in Statutory Requirement #1.), as well as consultants from ESC 20 with the intent of improving student learning and performance by fostering open, supportive and collaborative campus cultures (CSF 3 – Increase Leadership Effectiveness and CSF 6 – Improve School Climate) that allow teachers to seek and attain growth within their field (CSF 7 – Increase Teacher Quality.)

1. Induction and Mentoring (CSF 6-Improve School Climate and CSF 7-Increase Teacher Quality): Funding from the EEIP Grant would allow SWP to develop an Induction Training process for the success and retention of new and returning teachers. SWP's first goal is to develop an Induction Process to ensure all teachers become effective teachers by providing comprehensive training, mentorship and professional collaboration opportunities (refer to Page 30, Statutory Requirement #7.) . A comprehensive and holistic induction training process will ensure teachers are settled in quickly and happily to a productive role and understand the SWP's mission, goals, values and philosophy of the charter; personnel practices, health and safety rules, and clear objectives, timelines and high expectations for student success. Training (CSF 7 – Increase Teacher Quality): SWP will provide a yearly, in-depth training of all staff for 5 days prior to the SWP Inservice to ensure all staff are proficient with applicable software and technology to be used in the classroom, hands-on training using the locally developed student tracking tools for research of student assessment results, attendance and academic performance. Mentoring Program (CSF 7 – Increase Teacher Quality): A mentor is a person who will serve as support and will be part of the induction process with the goal of promoting a trusting, supportive relationship between a more experienced member and a less experienced member of SWP. Mentoring will be a one-on-one process, focused on supporting individual teachers and will be an integral component of the SWP culture. Through the mentoring program, novice teachers will be supported in their professional development to become experienced practitioners through a collaborative process. Classroom observations between the mentor and new teacher will focus on planning and teaching lessons, reflecting on practice, and making adjustments. Over time the beginning teacher will become skilled in assessing their own practice, sharing ideas with other new teachers, and continuing to learn from more experienced staff. Mentors will be selected based on a number of factors including but not limited to: years of experience, student performance, evaluation results, capacity to sustain professional development and ability to incorporate technology into the classroom. During the 1st month of school, in addition to one-on-one meetings, all mentors and mentees will meet weekly to review, share, and resolve ongoing practical issues in the classroom, celebrate successes and continue to survey needs for professional development/growth. Funding from the EEIP Grant would allow SWP to hire ESC 20 for on-going job embedded Professional Development. Professional Collaboration Opportunities (CSF 7 – Increase Teacher Quality): Campus and District Professional Learning Communities (PLC's) will be fostered through strategic planning of the Master schedule (CSF 4 – Increase Learning Time) to provide release time for staff to meet weekly on site and monthly off-site for core-subject groupings across the district for the discussion of student performance data (CSF 1 – Improve Academic Performance and CSF 2 – Increase the Use of Quality Data to Drive Instruction), classroom management techniques, instructional strategies, and cross-curricula project based learning (PBL) opportunities. Funding from the EEIP Grant would allow SWP to hire ESC 20 for Instructional Coaching.

2. Evaluation (CSF 7 – Increase Teacher Quality): Funding from the EEIP Grant will allow SWP to enhance the existing evaluation process. Currently, the SWP evaluation process provides teachers with bi-annual evaluations based on multiple measures such as multiple observations by Career Teacher Leaders, Expert Teacher Leaders and Campus administration (announced and unannounced), student data (CSF 1 – Improve Academic Performance), teacher self-assessment and campus data. Additionally, classroom walk-through observations provide timely and frequent diagnostic feedback to teachers on both pedagogical and professional performance as a means for improving teacher effectiveness with pre- and post-observation summations. Teachers are observed frequently using a rubric covering 4 domains of facilitating student learning, planning for learning, mental-physical-emotional learning and campus responsibilities (CSF

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7 – Increase Teacher Quality).

3. Professional Development and Collaboration (CSF 3 – Increase Leadership Effectiveness): To assist in identifying campus Professional development needs, SWP will use various measures to identify and prioritize needs including but not limited to observation and formal evaluation results and both formal and informal student assessment data (CSF 1 – Improve Academic Performance and CSF 2 – Increase the Use of Quality Data to Drive Instruction) with need defined as the difference between current achievement and desired/or required accomplishment. SWP incorporates a 5-step systemic Comprehensive Needs Assessment (CNA) process for professional development — which ultimately links the five campus and District CNA's to the review and development of the district and campus improvement plans (DIP/CIP). Parent and Community stakeholders (CSF 5 – Increase Parent/Community Involvement) have an opportunity to view the Board-approved DIP and CIP for each campus at http://www.swprep.org/about_us/required_postings to foster family and community engagement (refer to Schedule 13). Funding from the EEIP Grant will not only provide SWP teachers with opportunities to become more effective through professional development and collaboration, but will allow SWP to provide professional development for families identified as economically disadvantaged to become more effective partners to ensure improved student performance and learning (CSF 1 – Improve Academic Performance).

4. Strategic Compensation and Retention – Without this funding, SWP cannot create an innovative compensation plan to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus collaboration and pedagogical improvement. In addition, without funding from EEIP Grant, SWP will not be able to provide performance stipends to employees for the differentiated compensation plan. The proposed plan will encompass the areas of Improved Academic Performance; Increase the Use of Quality Data to Drive Instruction; Increase Leadership Effectiveness; Increase Learning Time; Increase Parent/Community Involvement; Improve School Climate; and Increase Teacher Quality. With funding, a committee will be created to differentiate compensation in a fair and equitable manner for employee retention, and include provisions to reward the most effective educators by disaggregating data relevant to the general plan parameters. SWP Accountability Staff in collaboration with teacher leaders, in an effort to be transparent, will develop a local tracking EEIP Compensation Tool to have live data available to all staff on a weekly basis to monitor growth in identified, prioritized areas of need as a progress monitor towards meeting annual compensation goals. By providing differentiated compensation to 100% of the SWP employees based upon the strategic compensation plan, this will ensure that SWP's retention rate improves by 5% each year from 75% to 80% in Year 1 and from 80% to 85% in year 2 to result in desired/required accomplishment.

5. Recruiting and Hiring – With funding from the EEIP Grant, SWP will be able to recruit and select new teachers from the ranks of high achieving college graduates, high performing educator preparation programs by attending College Career Fairs not only in San Antonio but in the major urban areas of Texas. Without these funds, SWP is only able to attend the Career Fair at the local ESC which severely impacts our ability to acquire highly effective, motivationally driven new teachers. This has a negative impact not only on student performance growth but instructional growth as well.

6. Career Pathways - The EEIP Grant will allow SWP to provide stipends for experienced teachers with a proven record of success to apply for advancement through the proposed Career Pathway Plan. Experienced teachers will apply for advancement as a Career Teacher Leader. Career teacher Leaders will have the opportunity to advance to the level of Expert Teacher Leaders. Expert Teachers Leaders can advance to the level of Experience Expert Teacher Leader. A panel will be created to review applications from experienced teachers who wish to apply for a Career Pathway stipend once SWP is awarded the EEIP Grant. Instructional coaching techniques/professional development will be available through Region 20/SWP District staff for those teachers who have indicated an interest in taking on additional responsibilities. "Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement." **Source:** Rice, J. K. "Teacher Quality: Understanding the Effectiveness of Teacher Attributes" August 2003. http://www.epi.org/publications/entry/books_teacher_quality_execsum_intro/

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-807 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$722550	\$15000	\$737550	\$722550	\$15000	\$737550
Schedule #8	Professional and Contracted Services (6200)	6200	\$138500	\$	\$138500	\$138500	\$	\$138500
Schedule #9	Supplies and Materials (6300)	6300	\$65000	\$	\$65000	\$65000	\$	\$65000
Schedule #10	Other Operating Costs (6400)	6400	\$34400	\$	\$34400	\$34400	\$	\$34400
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$
Total direct costs:			\$960450	\$15000	\$975450	\$960450	\$15000	\$975450
Percentage% indirect costs (see note):			N/A	\$24533	\$24533	N/A	\$24533	\$24533
Grand total of budgeted costs (add all entries in each column):			\$960450	\$39533	\$999983	\$960450	\$39533	\$999983

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$999983	\$999983
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$99998.30	\$99998.30
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-807			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher	4		\$180000	\$180000	
2 Educational aide	4		\$120000	\$120000	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director		1	\$5000	\$5000	
5 Project coordinator		1	\$3000	\$3000	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk		2	\$2000	\$2000	
10 Grant accountant/bookkeeper		1	\$5000	\$5000	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15			\$	\$	
16			\$	\$	
17			\$	\$	
18	Subtotal employee costs:		\$315000	\$315000	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			\$5000	\$5000	
20 6119 Professional staff extra-duty pay			\$325000	\$325000	
21 6121 Support staff extra-duty pay			\$8500	\$8500	
22 6140 Employee benefits			\$84050	\$84050	
23 61XX Tuition remission (IHEs only)			\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$422550	\$422550	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$737550	\$737550	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Evaluation-External WEXFORD INC	<input type="checkbox"/>	\$5000	\$5000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$5000

\$5000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Accelerated School Process		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$33500	\$33500
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$33500	\$33500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015-807		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Edutek		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Data Disaggregation		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: 1	Year 1 \$10000
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$10000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$10000	\$10000
3	Specify topic/purpose/service: Effective Educator Program Consultant		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: 5 (1 @ campus \$10,000)	Year 1 \$50000
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$50000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$50000	\$50000
4	Specify topic/purpose/service: Reg. 20		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Professional Development Consultants		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: 1	Year 1 \$30000
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$30000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$30000	\$30000
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1 \$
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 015-807		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$123500	\$123500
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$5000	\$5000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$123500	\$123500
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$10000	\$10000
(Sum of lines a, b, c, and d) Grand total		\$138500	\$138500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-807

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$33000	\$33000
6399	Supplies and materials associated with advisory council or committee					\$2000	\$2000
Subtotal supplies and materials requiring specific approval:						\$35000	\$35000
	Remaining 6300—Supplies and materials that do not require specific approval:					\$30000	\$30000
Grand total:						\$65000	\$65000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015-807		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$20000	\$20000
	Specify purpose: Powerful Learning, Learning 4ward, TEP SA Conferences		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$4400	\$4400
	Specify purpose: Powerful Learning, Learning 4ward, TEP SA Conferences		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$24400	\$24400
Remaining 6400—Other operating costs that do not require specific approval:		\$10000	\$10000
Grand total:		\$34400	\$34400

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015-807

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			627	
Category	Number	Percentage	Category	Percentage
African American	72	11.48%	Attendance rate	92.71%
Hispanic	512	81.66%	Annual dropout rate (Gr 9-12)	5.4%
White	39	6.22%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	35%
Asian	1	0.16%	TAKS commended 2011 performance, all tests (sum of all grades tested)	1%
Economically disadvantaged	483	77.03%	Students taking the ACT and/or SAT	4.9%
Limited English proficient (LEP)	77	12.28%	Average SAT score (number value, not a percentage)	874
Disciplinary placements	37	5.9%	Average ACT score (number value, not a percentage)	DNA

Comments

All data is taken as of Snapshot 2013, 10/25/2013.

TAKS, ACT, SAT data retrieved from AEIS 2011 Report for SWP 015807.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	7%	No degree	0	0%
Hispanic	14	32%	Bachelor's degree	34	77%
White	25	57%	Master's degree	10	23%
Asian	1	2%	Doctorate	0	0%
1-5 years exp.	11	25%	Avg. salary, 1-5 years exp.	\$36,670	N/A
6-10 years exp.	15	34%	Avg. salary, 6-10 years exp.	\$42,943	N/A
11-20 years exp.	11	25%	Avg. salary, 11-20 years exp.	\$40,003	N/A
Over 20 years exp.	6	15%	Avg. salary, over 20 years exp.	\$38,434	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	20	8	11	16	20	25	24	44	64	59	62	72	92	110	627
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	20	8	11	16	20	25	24	44	64	59	62	72	92	110	627

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school										1	1	1	1		4
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:										1	1	1	1		4

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWP incorporates a 5-step systemic Comprehensive Needs Assessment (CNA) process for identifying and prioritizing needs with "need" defined as the difference between current achievement and the desired or required accomplishment. The systemic process ultimately links the five campus and District CNA's to the review and development of the district and campus improvement plans (DIP/CIP). The needs assessment process consists of teachers, administrators, parents and community stakeholders; each of these members receive a CNA Toolkit with relevant student learning and performance data, demographics, measurable objectives for desired or required accomplishment, perception data and financial resources. Parent and Community stakeholders (CSF 5) have an opportunity to view the Board-approved DIP and CIP for each campus at http://www.swprep.org/about_us/required_postings to foster family and community engagement (refer to Schedule 13). Funding from the EEIP Grant will not only provide SWP additional staff to support and target the prioritized needs but will allow SWP to supplement support to our high risk, and large population of economically disadvantaged students (CSF 1, CSF 2, and CSF 6). Southwest Preparatory does on-going comprehensive needs assessments throughout the year and a thorough CNA in the spring of each year to develop the campus and district improvement plans. SWP includes the TTIPS Year 1 and Year 3 Snapshot Collection Data provided by Region 13, and pertinent data to identify the trends/needs of the campus to be addressed in the campus improvement plans. Committees are established to review data for each area identified as a priority using the following resources to develop strategies: Campus Success Tool provided by Region 13, AU-CIT Tool data to analyze campus improvement provided by Texas Turn-around at Region 13, PEIMS data, locally developed data tools (Focus Group Tool, Test History Tool, Dropout Summary Tool, and the Completion Rate Tool include student level data) (CSF 1, CSF 2), Student-Parent-Teacher surveys (CSF 5 and CSF 6). District Leadership meetings, Campus Leadership meetings, Campus Staff meetings and parent meetings are held to share and discuss the strategies and activities to address areas of identified priority needs (CSF 3). Step 1: A. Every Spring, District and Campus leadership reviews the purpose and outcomes for conducting the CNA for development of the DIP/CIP for the following school year by asking guided questions: What do we want to accomplish with this process? How will we ensure the integrity of the 5-step process? How will we get multiple stakeholders involved in the process? How will we share the purpose and outcomes with those involved? What are the short-and long-term timelines? B. The CNA is reviewed periodically by the District and Campus committees as an on-going process to evaluate student performance using relevant, timely data to determine the difference between current achievement and our desired/required accomplishment to make necessary adjustments to the DIP/CIP. Step 2: Establish committees for each area of the CNA. (Areas: Demographic, student achievement, etc.) by asking guided questions: Is there a committee or team with expertise in any of the areas? If not, which staff members will make the greatest impact on the committee or team? How will team members be recruited, selected, and potentially replaced? How do we ensure there is diversity on each team to challenge assumptions and stretch the group? Which team member is best suited to lead and facilitate individual teams? How do we ensure that the team member is skilled in group facilitation, consensus building, leading conversations regarding data/analysis, collaboration, and others? How will coordination among committees occur? Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile by asking guided questions: What data will we collect? Does the data need to be reorganized in charts, graphs, tables, etc., to facilitate analysis? Do data collection tools need to be developed? How do we ensure that certain types of data are kept confidential and FERPA is not violated? How do we ensure that committees follow the process and refrain from identifying solutions? Step 4: Determine areas of priority and summarize needs by asking guided questions: What are the strengths and needs of our district/school and its representative groups? What evidence supports the strengths and needs? What are the priorities? What are we learning about our district/school, and what connections are we making? Step 5: Connect the CNA to the district/campus improvement plan development and review process by asking guided questions: What are the findings in the CNA? How are the findings reflected in summary statements? How are the CNA strengths addressed in the district/campus improvement plans as strategies and activities which will be continued and sustained to build on these strengths? How are the CNA needs addressed in the district/campus improvement plans through strategies and activities designed to improve student outcomes? How do priorities and needs correlate with justifications for NCLB program expenditures?

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Create/plan comprehensive, holistic induction, retention, mentoring process	Beginning 4-1-2014, select committee to develop the comprehensive, holistic Induction Process; Add Induction Process to Employee Handbook; Select, Train, prepare implementation process for mentor teachers; Create schedule of mentor/mentee activities, observation (walk through) schedules, monthly calendar; Implement SWP Induction Process
2.	Enhance Evaluation Process	Beginning 4-1-2014, Create committee; Review current process and identify areas to enhance; Develop EEIP Evaluation Process; Train all staff on EEIP Evaluation Process; Implement EEIP Evaluation Process
3.	Identify/Provide Professional Development and Collaboration	Beginning 4/15/2014, conduct comprehensive and holistic CNA Review; Create identified priority committees; Share identified priorities with campus/district/professional services staff; Provide Professional Development/ Collaboration Calendar; Implement Professional Development and Collaboration
4.	EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	Beginning 5/1/2014, Select committee to develop the EEIP Strategic Compensation and Retention Plan and Career Pathway Plan; Add EEIP Strategic Compensation and Retention Plan and Career Pathway Plan to Employee Handbook; Select, Train, prepare implementation process for EEIP Strategic Compensation and Retention Plan and Career Pathway Plan; Create comprehensive flow chart of the EEIP Strategic Compensation and Retention Plan and Career Pathway Plan; Implement SWP EEIP Strategic Compensation and Retention Plan and Career Pathway Plan
5.	Recruiting and Hiring	Beginning 5-1-2014, Finalize participation at College Career Fairs; Finalize advertisements and other activities; Follow-up, Implement recruitment/hiring activities; Begin hiring activities; Finalize new hires and assign mentors

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Schedule #14—Management Plan

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	EEIP Project Director	Experienced Federal Grant Manager; School Improvement Expert; Masters in Education; Classroom/Campus/District Administration experience of 10 or more years; Certified in Educational Mid-Management
2.	Wexford and PD 360	Currently Wexford, evaluation contractor/vendor and PD 360, Professional Development contractor/vendor are jointly working to finalize a plan by which we can determine which professional development completed by teachers lead to teacher effectiveness and which do not.
3.	ASP Coach	The University of Texas at San Antonio selects and trains the coaches that provide support to each ASP campus. Usually a Master Degree experienced former teacher or principal.
4.	Effective Educator Program Consultant	EEPC: Must be certified with at least five years of effective teaching experiences and serve as the key to facilitating and leading teacher training and support with verifiable success working with large populations of at-risk and economically disadvantaged students. Edutek Consultant will provide data support to target identified priority needs.
5.	Education Service Center Consultant	Experience working with SMART Goals, instructional coaching, identified research strategies, formative evaluation process, focus on closing achievement gaps, identify specific, measurable, expected results aligned with goals

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create/plan comprehensive, holistic induction, retention, mentoring process	1. Select committee to develop the Process	04/01/2014	08/31/2016
		2. Add Induction Process to Employee Handbook	04/01/2014	08/31/2016
		3. Select, Train, prepare implementation	04/01/2014	08/31/2016
		4. Create schedule of activities, observation, calendar	06/01/2014	08/31/2016
		5. Implement SWP Induction Process	08/01/2014	08/31/2016
2.	Enhance Evaluation Process	1. Create committee	04/01/2014	08/31/2016
		2. Review current process/identify areas to enhance	06/01/2014	08/31/2016
		3. Develop EEIP Evaluation Process	07/01/2014	08/31/2016
		4. Train all staff on EEIP Evaluation Process	08/01/2014	08/31/2016
		5. Implement EEIP Evaluation Process	08/01/2014	08/31/2016
3.	Identify/Provide Professional Development and Collaboration	1. Spring CNA Review	04/15/2014	08/31/2016
		2. Create identified priority committees	05/30/2014	08/31/2016
		3. Share identified priorities relevant staff	06/01/2014	08/31/2016
		4. Provide Calendar	08/01/2014	08/31/2016
		5. Implement Professional Development/Collaboration	09/15/2014	08/31/2016
4.	EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	1. Select committee to develop Plan	05/01/2014	08/31/2016
		2. Add Plan to Employee Handbook	05/01/2014	08/31/2016
		3. Select, Train, prepare implementation process	08/01/2014	08/31/2016
		4. Create comprehensive flow chart	05/01/2014	08/31/2016
		5. Implement Plan	09/01/2014	08/31/2016
5.	Recruiting and Hiring	1. Finalize participation at College Career Fairs	05/01/2014	08/31/2016
		2. Finalize advertisements and other activities	05/01/2014	08/31/2016
		3. Follow-up, implement recruitment/hiring activities	06/01/2014	08/31/2016
		4. Begin hiring activities	06/01/2014	08/31/2016
		5. Finalize new hires	08/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for monitoring the Southwest Preparatory performance goals and objectives is a continual process of reviewing the current SWP CNA used for the District/Campus Improvement Plan. The process of developing the CNA included participation from teachers, campus leadership and district leadership. The site based committee that developed the District/Campus Improvement Plan consists of parents, teachers, administrators and local community based organizations. The barriers/needs/gaps identified by the committee are summarized in the SWP CNA Assessment Tool along with the demographics of the school and included all facets of the school. In addition to the CNA, campus principals and district department heads make presentations every Spring about their respective areas of prioritized needs indicating what changes, if any, should be made for the next year for budget planning and program improvement and those recommendations in addition to the CNA are useful in developing goals.

A critical step is to articulate school performance goals. As the Southwest Preparatory set improvement achievement goals for each school, campus staffs were careful to clarify the measures for each goal. Factors included in the deliberation of performance measures for our campus included: Significant improvement by students previously failing in core subjects; Maintenance or improvement in learning by previously successful students; Narrowing of achievement gaps by raising the bottom, not by lowering the top

Groups involved in development of the goals using identified prioritized needs included: district leadership, campus leadership, campus staff, students, and parents. To assist staff in monitoring the attainment of goals and objectives, all employees have access to the locally developed student tracking tools providing "live data" on assessment, graduation, dropout, attendance, academic, and behavioral data to achieve desired or required accomplishments. An additional method to monitor goals and objectives is achieved through data digs and strategic planning during weekly PLC meetings. Students, parents and Community stakeholders have an opportunity to view the Board-approved DIP and CIP for each campus at http://www.swprep.org/about_us/required_postings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to sustain the infrastructure to support the TTIPS transformation and implementation of the Critical Success Factors, SWP transformed the charter by 1). attracting new students who are motivated to have a jump start on a vocation/college driving higher graduation rates and higher weighted ADA to financially support many of the changes 2). generating new revenue by creating a new non-profit, Southwest Preparatory School Education Foundation, which will begin generating between \$50,000-\$100,000 per year; 3). due to the lower budget, some positions will no longer be funded which will impact the positive changes to the school climate and academic achievement, thus scaling down of some of positions may be practical, but could impact student performance outcomes as student population at SWP is 78% at-risk of dropping out with 77% of all students identified as economically disadvantaged. Prior to the SY 2012-13, SWP served grades 9-12; in order to sustain our transformation, we included grades 6-8 at 3 of our 4 campuses to begin in the SY 2012-13. In the SY 2013-14, we opened a new elementary campus serving grades PK-6, and In the Spring of 2014, we added PK-KG to 2 campuses. Marketing endeavors are in place to advertise not only our transformed high school but to also introduce our elementary program at all of our campuses in the SY 2014-15. With this additional population, it is our intent to attempt to sustain the successful activities and strategies. Without EEIP funding, SWP will not be able to 1) provide the compensation or Career Pathway Plan as planned to reward and retain our effective teachers, 2) provide identified Professional Development/Collaboration for staff, and 3) to provide instructional coaching for the efficacy of new teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Documentation of project activities and participants	1.	#, types, lengths and schedule of activities implemented
		2.	Participation rates of various role groups
		3.	Participating role groups have improved effectiveness scores
2.	Formative Assessment quality of Professional Development, PLCs, Mentoring activities.	1.	Perceived benefits and value by participants, providers, supervisors
		2.	Perceived level of support necessary to implement
		3.	Observation increased level research-based principles in PD/classroom
3.	Formative Assessment of level of implementation of HR/induction policies and practices	1.	Changes recruitment, hiring, retention of teachers and principals
		2.	Changes and teacher perceptions of changes in teacher evaluation process
		3.	Changes and teacher perceptions of changes in compensation plan
4.	Annual Summative Assessment of educator effectiveness and student achievement	1.	Increases in educators effectiveness levels, targeted PD student growth
		2.	Increases in student achievement
		3.	Rates, increases, criteria for retention;
5.	Annual Summative Assessment of permanent changes in HR practices	1.	Permanent changes in pedagogical leadership positions
		2.	Permanent changes in compensation system
		3.	Changes in policies and practices related to early hiring, support, retention

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A detailed formative and summative evaluation design will be developed, determining baseline data and annual targets that will collect, synthesize, and analyze data to track specific outcomes related to mentoring and induction, educator/staff evaluation, recruiting and hiring, compensation plan, career pathways, and PD/Collaboration. The SWP evaluation will be comprehensive and ongoing, including multiple criteria directly related to program goals and objectives. It will involve program participants and other stakeholders. Data Collection Processes/Educator effectiveness data will be accessed through a district data system. Impact and PLC meetings will tie the data together, allowing for necessary analysis, including the identified and prioritized needs and the analysis of the relationship between types and amounts of PD/Collaboration, changes in educator effectiveness, and in changes in student growth. Student descriptive and outcome data will be accessed through district systems and will be analyzed to determine if outcomes have increased to meet targets.

Surveys, interviews, and focus groups processes will also be used. Project Delivery Problems. Quantitative and qualitative data will be used to avoid, identify and correct project delivery problems. The project will provide data summaries, meet with project and school leadership staffs to monitor progress toward benchmarks, performance measures and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At the present, the following are activities for SWP orientation and training of all staff:

- 1 – New teacher contracts have an additional 3 days (New Employee Training – district policy, philosophy, mission, vision)
- 2 – District Boot Camp (5 days: administrative and educational software training, RTI, cross-curricular learning projects, locally developed student tracking tools, data digs, Accountability Review, Covey Leader in Me) (Staff is not on contract and not paid for the additional 5 days; with EEIP funding, extra duty funds will be available for this.)
- 3 – District Inservice/Campus Work Days (Orientation, CPI/CPR, Special Program Training, Employee Benefits, SIS procedures/policies)
- 4 – New teachers assigned experienced teacher as a mentor for Year 1 (no stipends provided at this time – to be provided with EEIP funding)
- 5 – PLC meetings occur weekly (with EEIP funding, we can incorporate instructional coaching program)
- 6 – ETL, CTL and Principal walkthrough observations (with EEIP funding, we can implement Career Pathway and Compensation Plan)

Funding from the EEIP Grant would allow SWP to developing an Induction Training process for the success and retention of new and returning teachers.

SWP's first goal is to develop an Induction Process to ensure all teachers become effective teachers by providing comprehensive training, mentorship and professional collaboration opportunities (refer to Page 30, Statutory Requirement #7,)

A comprehensive and holistic induction training process will ensure teachers are settled in quickly and happily to a productive role and understand the SWP's mission, goals, values and philosophy of the charter; personnel practices, health and safety rules, and clear objectives, timelines and high expectations for student success.

Training (CSF 7 – Increase Teacher Quality): SWP will provide a yearly, in-depth training of all staff for 5 days prior to the SWP Inservice to ensure all staff are proficient with applicable software and technology to be used in the classroom, hands-on training using the locally developed student tracking tools for research of student assessment results, attendance and academic performance.

Mentoring Program (CSF 7 – Increase Teacher Quality): A mentor is a person who will serve as support and will be part of the induction process with the goal of promoting a trusting, supportive relationship between a more experienced member and a less experienced member of SWP. Mentoring will be a one-on-one process, focused on supporting individual teachers and will be an integral component of the SWP culture. Instructional coaching opportunities will be provided to all mentor teachers and when necessary novice teachers. Through the mentoring program, novice teachers will be supported in their professional development to become experienced practitioners through a collaborative process. Classroom observations between the mentor and new teacher will focus on planning and teaching lessons, reflecting on practice, and making adjustments. Over time the beginning teacher will become skilled in assessing their own practice, sharing ideas with other new teachers, and continuing to learn from more experienced staff. Mentors will be selected based on a number of factors including but not limited to: years of experience, student performance concentrated on at-risk and economically disadvantaged student populations, evaluation results, capacity to sustain professional development, ability to disaggregate and analyze student data, implement data-driven instruction, lead effective data analysis meetings, have an understanding of improved systems that affect student culture and outcomes as well as the ability to incorporate technology into the classroom. Mentor teachers will be provided with an ongoing calendar of training opportunities from the district. Trainings will be provided by district staff with the assistance of Region 20 (with EEIP funding). To ensure fidelity of the mentoring program, it is imperative that the campus administrative staff are knowledgeable of the expectations of the outcomes of the mentoring program (CSF 3 – Increase Leadership Effectiveness). During the 1st month of school, in addition to one-on-one meetings, all mentors and mentees will meet

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weekly to review, share, and resolve ongoing practical issues in the classroom, celebrate successes and continue to survey needs for professional development/growth. Funding from the EEIP Grant would allow SWP to hire ESC 20 for on-going job embedded Professional Development and implement a mentor stipend plan, and release time for meetings and observations (CSF 4 – Increase Learning Time). It is SWP goal to be able to have all teachers qualify as mentor teachers with the help of these funds.

Professional Collaboration Opportunities (CSF 7 – Increase Teacher Quality): Campus and District Professional Learning Communities (PLC's) will be fostered through strategic planning of the Master schedule (CSF 4 – Increase Learning Time) to provide release time for staff to meet weekly on site and monthly off-site for core-subject groupings across the district for the discussion of student performance data (CSF 1 – Improve Academic Performance and CSF 2 – Increase the Use of Quality Data to Drive Instruction), classroom management techniques, instructional strategies, and cross-curricula project based learning (PBL) opportunities. Funding from the EEIP Grant would allow SWP to hire ESC 20 for Instructional Coaching, including in-class demonstration lessons using rich academic language and literacy instruction to help students succeed in the rigorous curriculum. These additional funds will enhance the SWP family engagement system that supports ongoing parent-teacher collaboration to drive student learning and performance by implementing academic parent-teacher teams (CSF 5 – Parent and Community Involvement).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Funding from the EEIP Grant will allow SWP to enhance the existing evaluation process.

Currently, the SWP evaluation process provides teachers with bi-annual evaluations based on multiple measures such as multiple observations by Career Teacher Leaders, Expert Teacher Leaders and Campus administration (announced and unannounced), student data (CSF 1 – Improve Academic Performance), teacher self-assessment and campus data. Additionally, classroom walk-through observations provide timely and frequent diagnostic feedback to teachers on both pedagogical and professional performance as a means for improving teacher effectiveness with pre- and post-observation summations. Teachers are observed frequently using a rubric covering 4 domains of facilitating student learning, planning for learning, mental-physical-emotional learning and campus responsibilities (CSF 7 – Increase Teacher Quality).

The domains are further sub-divided into the following areas of focus:

1. Facilitating student learning (CSF 1 – Improve Academic Performance; CSF 7 – Increase Teacher Quality)
 - a. Learning goals
 - b. Rigor
 - c. Differentiation
 - d. Hands on learning
 - e. Comprehensible input
 - f. Time management
 - g. Formative Assessment
 - h. Checking for understanding
 - i. Student engagement
 - j. Cooperative learning
 - k. Student HOTS (High Order Thinking Skills)
 - l. Active learning
2. Planning for learning (CSF 4 – Increase Learning Time)
 - a. Learning structure
 - b. Learning tasks
 - c. Evidence of learning
3. Mental, Physical, and Emotional Learning (CSF 6 – Improve School Climate)
 - a. Behavior norms
 - b. Positive mental attitude
 - c. Learning climate
 - d. Learning interactions

With EEIP funding, the following enhancements in the Evaluation Process will include the Strategic Compensation Plan, Career Pathway Plan, and development of the local tracking EEIP Compensation Tool (CSF CSF 2 – Increase the Use of Quality Data to Drive Instruction). The EEIP Compensation Tool will allow staff to have live data available on a weekly basis to monitor growth in identified, prioritized areas of need as a effective teacher benchmark towards meeting annual compensation goals. It is encouraging that SWP has a buy-in of 100% from all five campuses which will 2) assist with the alignment efforts to facilitate the instructional growth of all educators (CSF 3 – Increase Leadership Effectiveness) and students, 2) facilitate the implementation of the comprehensive EEIP practices and 3) strive to impact the identified priority needs with “need” defined as a difference between current achievement and desired or required accomplishment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Conducting classroom walk-through observations is a way to collaborate and get teachers engage in metacognitive thinking strategies while teaching. The goal is to conduct multiple observations on all of educators using walk-through observations. Walk-through observations are transparent and are intended for immediate feedback and improvement. This will prepared teachers to make better decisions when planning effective lessons. A combination of educators such as teachers, administrators and vendors who have conducted walk-through observations have found them to be very effective (CSF 7 – Increase Teacher Quality). With EEIP funding, providing mentors would satisfy the identified need for more frequent walk-through observations by increasing the frequency of the walk-through observations and increasing the overall teacher effectiveness.

Walk-through Focus: The focus of the walk-through observations will be to help the teachers improve their teaching strategies and activities immediately within the actual lesson while the lesson is being presented. The walk-through observation process will change the culture of campus to one of constant learning by the target audience (educators) and motivate all educators to learn. It will become a factor in improving educator effectiveness and ensure increased student achievement.

The Boston Collegiate Protocol: The Boston Colleague protocol (BCP) was a process developed for observing lesson, meetings, and presentations from a video. The BCP has been modified for classroom observations and has proven to be an effective tool to provide insight on changing strategies and activities to provide more effective teaching. The Boston Collegiate protocol is a comprehensive note taking process that allows educators to document everything seen and heard during quick walk-through observation of a classroom for no less than five (5) minutes and no longer than fifteen (15) minutes.

The Walk-through Process: Everything that the teachers and students are doing and saying is recorded by the observer on the left side of the documentation sheet in the 'What do you see?' column. The observer then chooses two to three areas that could be improved, writing the suggestions on the right side of the documentation sheet under the 'What Would You Do?' column.

Follow-up Conference: Before leaving the classroom, the observer makes arrangements with the teacher to discuss what was observed. Discussing common objectives/ Identify teachable goals for the teacher. The observer then discusses a common expectation (objective) for the teacher based on the best practices observed. The observer documents suggestions on the right side of the BCP note-taking document numbering them making it easier for the teacher to make a selection from the goal set by the observer(s). This walk-through observation follow-up conference or post-observation should take place within 24 hours while the lesson strategies and activities are still fresh.

The collaboration that takes place in the discussion between the observer and the educator during this follow-up conference provides immediate feedback for the educator and a plan is made to make the improvements in the lesson using those 'teachable moments'. During this time teachers are able to reflected back on their lesson and make decisions on what need to be more effective. The observer plays an even more important part in this process as a second pair of eyes offering a fresh perspective. This will open teachers up to receiving feedback from other educators in a non-threatening manner. The written documentation received allows teachers to revisit the document to use the information to aide in other decisions improving their teacher effectiveness and guides them to make decisions on their own.

Walk-Through Training: Educators will be given training at both the Summer Institute and SWP Boot Camp on using the BCP and how to conduct the follow-up conference (CSF 3 – Increase Leadership Effectiveness). Each teacher will be trained and supported through their first three (3) walk-through observations. Trainings will be offered to all staff allowing for teachers to receive more frequent feedback on their teaching strategies and activities, which will allow educators to make more effective decisions on improving their teaching.

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The following educators may be trained on the walk-through observation process:

1. Teachers
2. Administrators
3. Vendors (Action 100 supervisors, PSP, ASP supervisors, etc.)

Teacher comments indicate that immediate feedback from the walk-through observations that have been completed provided valuable information in making immediate changes to their lessons. The walk-through observation process will be used to provide multiple evaluations to each individual teacher throughout the school year. (CSF 7 – Increase Teacher Quality)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In-order for educators to grow and become more effective, the trainings, identified and prioritized through the CNA process, are needed to improve their pedagogical strategies. It has been proven that allowing educators to increase their growth in areas throughout the school year by providing opportunities to collaborate and share strategies has played a large part in educator improvement (CSF 7 – Increase Teacher Quality, CSF 1 – Improve Academic Performance.)

With the award of the EEIP Grant, regular collaboration opportunities will be provided utilizing strategies and activities through Reg. 20 professional development training, job-embedded professional development through weekly PLC/Campus/Leadership/Mentor meetings, post-observation conferences, and follow-up conferences, and targeted professional development as identified in the comprehensive, holistic needs assessment. The identified need of providing mentors would ensure Individual growth through collaboration assisting the individual teachers in fulfilling their goals. This would enhance the ongoing effort to provide opportunities for regular collaboration to all educators and improve professional growth throughout each school year. The EEIP funding will provide ongoing opportunities to ensure that educators are collaborating, discussing, and sharing strategies and activities that will improve their effectiveness and increase student performance for our high at-risk and economically disadvantaged populations. The District Leadership meeting promotes collaboration among campus leaders and the weekly campus meeting is a professional learning community for the all teachers. Job-embedded professional development takes place when data is discussed, inter-rater reliability activities are conducted and instructional strategies are applied that helps educators become more effective. (CSF 3 – Increase Leadership Effectiveness, CSF 7 – Increase Teacher Quality, CSF 2 – Increase the Use of Quality Data to Drive Instruction, and CSF 1 – Improve Academic Performance).

Weekly Campus Leadership Meetings: The Leadership Team is composed of the Principal, the Expert Teacher Leader(s) (ETLs), and/or the Career Teacher Leader(s) (CTLs). Meetings are scheduled to be one hour in length and the Action agenda is limited to two (2) topics of discussion to assure that those topics are thoroughly discussed and a plan is made to address those topics. Leadership Team members are trained intensively on the effective facilitation of the weekly Leadership Team meeting. Roles are assigned at each meeting and rotated to assure that all participants are capable of fulfilling each role providing job-embedded professional development. (CSF 3 – Increase Leadership Effectiveness)

Collaboration between leadership members occurs during the following activities: 1) Discuss data, 2) Discuss and revise school goals according to data, 3) Conduct inter-rater reliability activities, 4) Determine actions needed for a Teachers in Need of Assistance (TINA), 5) Determine strategies to improve teacher effectiveness presented in Unit meetings, and 6) Determine strategies to improve student achievement. (CSF 2 – Increase the Use of Quality Data to Drive Instruction and CSF 3 – Increase Leadership Effectiveness)

Unit Meetings: The Expert Teacher Leader or the Career Teacher Leader facilitates the weekly Unit meetings. The Unit meetings allow educators to dig deeper, collaborate and discuss topics and strategies for improvement using the Observation Rubric as a guide. Collaboration occurs during these weekly Unit meetings when the ETL/CTL guides the Career Teachers in reviewing high, medium, and low student work samples to identify gaps and/or check the progress of the strategy presented at the previous meeting. The facilitator presents a strategy to address the area of need and connects that strategy to an Rubric indicator that can be immediately implemented into current lessons. The following Unit Meeting protocol keeps the Unit focused and allows time for the teachers to experience the strategy from the students point of view, plan implementation into their current lesson plan, schedule follow-up observations or support in the classroom through modeling or team teaching (an excellent opportunity for a mentor), and reflect on the connection of the strategy, the Rubric indicator and the students area of need. (CSF 2 – Increase the Use of Quality Data to Drive Instruction, CSF 1 – Improve Academic Performance, CSF 7 – Increase Teacher Quality, and CSF 6 – Improve School Climate). **Unit Meeting Topics:** It is important for the leadership team to strategically choose Unit topics that address areas of need that will facilitate the achievement of the school goal. Teachers are able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill. Each Unit meeting begins by making connections to the previous meeting, school goal, and/or unit goal. These connections tie directly to growth in student achievement and Individual Growth Plans of teachers. Unit Leaders need to be aware that effective unit

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meetings include three essential parts: 1) Student Analysis- Analyzing student work samples to identify gaps; 2) Develop New Strategies -New strategies can be an extension of other strategies based on a gap that was identified in the student work samples. Therefore, "tweaking" a portion of strategies is acceptable; 3) Time Management- Time must be provided to teachers, and must be effectively managed, to develop new strategies and incorporate the strategies into their lesson plans. (CSF 4 – Increase Learning Time)

Walk-Through Observations: Campuses will conduct Walk-through observations during the week to ensure that all career teachers are receiving the feedback, and support needed for implementing the strategies used in Unit. The process will take no longer than 10-15 minutes to observe strategies and provide immediate feedback. The observer should be able to see the new learning during this time. The observer will schedule time with the Career Teacher to provide feedback on what was observed for that same day to provide immediate feedback. This collaboration allows career teachers to make immediate improvements in their lessons to move toward the overall goal of improving teacher effectiveness that leads to student achievement. (CSF 1 – Improve Academic Performance and CSF 7 – Increase Teacher Quality).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To assist in identifying campus Professional development needs, SWP will use various measures to identify and prioritize needs including but not limited to observation and formal evaluation results and both formal and informal student assessment data (CSF 1 – Improve Academic Performance and CSF 2 – Increase the Use of Quality Data to Drive Instruction) with need defined as the difference between current achievement and desired/or required accomplishment.

SWP incorporates a 5-step systemic Comprehensive Needs Assessment (CNA) process for professional development — which ultimately links the five campus and District CNA's to the review and development of the district and campus improvement plans (DIP/CIP). Parent and Community stakeholders (CSF 5 – Increase Parent/Community Involvement) have an opportunity to view the Board-approved DIP and CIP for each campus at

http://www.swprep.org/about_us/required_postings to foster family and community engagement (refer to Schedule 13).

Funding from the EEIP Grant will not only provide SWP teachers with opportunities to become more effective through professional development and collaboration, but will allow SWP to provide professional development for families identified as economically disadvantaged to become more effective partners to ensure improved student performance and learning (CSF 1 – Improve Academic Performance).

Step 1: A. Every Spring, District and Campus leadership reviews the purpose and outcomes for conducting the CNA for development of the DIP/CIP for the following school year by asking guided questions: What do we want to accomplish with this process? How will we ensure the integrity of the 5-step process? How will we get multiple stakeholders involved in the process? How will we share the purpose and outcomes with those involved? What are the short-and long-term timelines? B. The CNA is reviewed periodically by the District and Campus committees as an on-going process to evaluate student performance using relevant, timely data to determine the difference between current achievement and our desired/required accomplishment to make necessary adjustments to the DIP/CIP.

Step 2: Establish committees for each area of the CNA. (Areas: Demographic, student achievement, etc.) by asking guided questions: Is there a committee or team with expertise in any of the areas? If not, which staff members will make the greatest impact on the committee or team? How will team members be recruited, selected, and potentially replaced? How do we ensure there is diversity on each team to challenge assumptions and stretch the group? Which team member is best suited to lead and facilitate individual teams? How do we ensure that the team member is skilled in group facilitation, consensus building, leading conversations regarding data/analysis, collaboration, and others? How will coordination among committees occur?

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile by asking guided questions: What data will we collect? Does the data need to be reorganized in charts, graphs, tables, etc., to facilitate analysis? Do data collection tools need to be developed? How do we ensure that certain types of data are kept confidential and FERPA is not violated? How do we ensure that committees follow the process and refrain from identifying solutions?

Step 4: Determine areas of priority and summarize needs by asking guided questions: What are the strengths and needs of our district/school and its representative groups? What evidence supports the strengths and needs? What are the priorities? What are we learning about our district/school, and what connections are we making?

Step 5: Connect the CNA to the district/campus Improvement plan development and review process by asking guided questions: What are the findings in the CNA? How are the findings reflected in summary statements? How are the CNA strengths addressed in the district/campus improvement plans as strategies and activities which will be continued and sustained to build on these strengths? How are the CNA needs addressed in the district/campus improvement plans through strategies and activities designed to improve student outcomes? How do priorities and needs correlate with justifications for NCLB program expenditures?

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Without this funding, SWP cannot create an innovative compensation plan to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus collaboration and pedagogical improvement. In addition, without funding from EEIP Grant, SWP will not be able to provide performance stipends to employees for the differentiated compensation plan.

The proposed plan will encompass the areas of

- 1 - Improved Academic Performance;
- 2 - Increase the Use of Quality Data to Drive Instruction;
- 3 - Increase Leadership Effectiveness;
- 4 - Increase Learning Time;
- 5 - Increase Parent/Community Involvement;
- 6 - Improve School Climate; and
- 7 - Increase Teacher Quality.

With funding, a committee will be created to differentiate compensation in a fair and equitable manner for employee retention, and include provisions to reward the most effective educators by disaggregating data relevant to the general plan parameters.

SWP Accountability Staff in collaboration with teacher leaders, in an effort to be transparent, will develop a local tracking EEIP Compensation Tool to have live data available to all staff on a weekly basis to monitor growth in identified, prioritized areas of need as a progress monitor towards meeting annual compensation goals.

By providing differentiated compensation to 100% of the SWP employees based upon the strategic compensation plan, this will ensure that SWP's retention rate improves by 5% each year from 75% to 80% in Year 1 and from 80% to 85% in year 2 to result in desired/required accomplishment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Human Resources (HR) is the designated point-of-contact for all employment recruiting. This is accomplished by participation in Job Fairs, announcements to Regional Service Centers with Alternative Certification classes and encouraging existing staff members to solicit interest in others within their respective spheres of influence.

The hiring procedure is as follows:

I. Position is identified and initially posted by the HR to the following:

- A. The Human Resources page of the SWP website
- B. An "All District" email is sent to staff of the Job Announcement

II. Position is then posted to the following websites:

- A. Schoolspring.com
- B. ESC-20
- C. Specialty websites dependent upon position, e.g., School Psychologists job posting website or Theatre Arts job posting website

III. Applicants submit requisite documents via the particular website or directly email and/or fax documents to HR department

IV. Applications are gathered, reviewed and maintained by HR:

A. Applications are reviewed for completeness:

1. Completed applications must include (at minimum) the following documents:

- a. Application with three (3) professional reference contact information
- b. Letter of Interest
- c. Official Transcript reflective of coursework and degree conferred; teaching positions require a minimum of a Bachelor's degree
- d. Current Resume or curriculum vitae
- e. Educational Service Record of prior teaching experience
- f. Proof of Certification and/or Licensure; certification at minimum, is Highly Qualified
- g. Permission to conduct a Criminal Background Check

2. Incomplete applications are not forwarded until the minimum standards of the Job Posting are fulfilled by the applicant;

B. Applicants who have submitted a completed application packet and meet minimum required standards are forwarded to the selecting manager/supervisor for review and a decision to interview the applicant is made.

Interviews are conducted by the hiring manager/supervisor and involve the following process;

- 1. Manager/supervisor will schedule appointment for an interview with the applicant.
- 2. The manager/supervisor will conduct the interview with at least one other professional. Prior to the interview the manager/supervisor will develop a list of pertinent questions, scenarios, and/or situations to discuss with all applicants during the interview. The interviewing process is consistent with all applicants.
- 3. The manager/supervisor and other interviewers will complete their respective interview questionnaires. The supervisor/manager will collect raw data produced by the each interviewer:
 - a. After all interviews are conducted the supervisor/manager will select candidates based upon a ranking system, i.e., 1st choice, 2nd choice, etc.
 - b. The candidates, and all interview documentation, are submitted to the HR. The HR will contact the 1st choice submitted and schedule an HR meeting to review policy & procedure of employment, secure relevant HR documentation, discuss salary and benefits; prepare a contract and ensure the person is eligible to teach school in the State of Texas. Additionally, the person's Criminal Background is reviewed.
 - c. The final step in the hiring process requires the selected candidate to meet with either the Superintendent and/or the Deputy Superintendent for final approval.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP Grant will allow SWP to provide stipends for experienced teachers with a proven record of success to apply for advancement through the proposed Career Pathway Plan. Experienced teachers will apply for advancement as a Career Teacher Leader. Career teacher Leaders will have the opportunity to advance to the level of Expert Teacher Leaders. Expert Teachers Leaders can advance to the level of Experience Expert Teacher Leader. A panel will be created to review applications from experienced teachers who wish to apply for a Career Pathway stipend once SWP is awarded the EEIP Grant. Instructional coaching techniques/professional development will be available through Region 20/SWP District staff for those teachers who have indicated an interested in taking on additional responsibilities.

"Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement."

Source: Rice, J. K. "Teacher Quality: Understanding the Effectiveness of Teacher Attributes" August 2003.

http://www.epi.org/publications/entry/books_teacher_quality_execsum_intro/

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School is not seeking a waiver for any section of TEC §21.7011 applicable to charter schools

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Southwest Preparatory School is not seeking a waiver for any section of TEC §21.7011 applicable to charter schools

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School is not seeking a waiver for any section of TEC §21.7011 applicable to charter schools

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School is not seeking a waiver for any section of TEC §21.7011 applicable to charter schools

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every spring, SWP 1) conducts a holistic and comprehensive needs assessment to identify; 2) establishes SMART goals; 3) determine measurable objectives; 4) identifies research strategies; 5) define activities action steps; 6) determine planning needs; 7) implementation of the CIP/DIP plan; 8) periodically evaluate the progress (formative); and 9) evaluate the progress (summative). This planning cycle allows SWP to determine campus budgets. In the fall of 2010, three of the five campuses of SWP district were each awarded a total of \$3,000,000 3-year Title I Priority Schools Grant (TTIPS) totaling \$9,000,000 to implement the Transformation Reform Model. During the Transformation from a Dropout Recovery Charter to a College Preparatory charter, SWP noticed a significant drop in enrollment but as a result of the grant activities/strategies, student assessment performance, attendance and graduation rates increased. Needless to say the significant drop in enrollment impacted the budget during those 3 years and with the ending of the TTIPS grant, it will be extremely difficult to continue all of the TTIPS Grant Transformation program activities. In preparation for the SY 2013-14, SWP district leadership and board reviewed the projected budget and concluded that without additional funding it will be extremely difficult to continue all of the successful, student-centered activities/strategies which benefited the at-risk and economically disadvantaged students. The student population at SWP is 78% at-risk of dropping out with 77% of the students identified as economically disadvantaged and the funding provided by the EEIP will allow SWP to hire additional effective teachers with a proven record of success working with these populations, to provide teachers with professional development and collaboration, to develop strategic compensation, induction, and retention plans as well as opportunities for multiple career pathways for advancement. It could be detrimental to the culture and climate of SWP without the EEIP funds.

In an effort to sustain the Infrastructure to support the TTIPS transformation, SWP transformed the charter by 1). attracting new students who are motivated to have a jump start on a vocation/college driving higher graduation rates and higher weighted ADA to financially support many of the changes 2). generating new revenue by creating a new non-profit, Southwest Preparatory School Education Foundation, which will begin generating between \$50,000-\$100,000 per year; 3). due to the lower budget, some positions will no longer be funded which will impact the positive changes to the school climate and academic achievement, thus scaling down of some of positions may be practical, but could impact student performance outcomes as student population at SWP is 78% at-risk of dropping out with 77% of all students identified as economically disadvantaged. Prior to the SY 2012-13, SWP served grades 9-12; In order to sustain our transformation, we included grades 6-8 at 3 of our 4 campuses to begin in the SY 2012-13. In the SY 2013-14, we opened a new elementary campus serving grades PK-6, and in the Spring of 2014, we added PK-KG to 2 campuses. Marketing endeavors are in place to advertise not only our transformed high school but to also introduce our elementary program at all of our campuses in the SY 2014-15. With this additional population, it is our intent to attempt to sustain the successful activities and strategies.

Needless to say without the support of the EEIP Grant funds, the 6 components will not be able to be implemented; the success from TTIPS Transformation could diminish and the effective teachers presently on staff could choose to leave for higher paying positions at schools with a lower population of at-risk and economically disadvantaged students. It should be apparent that with 100% buy-in from TTIPS, and now 100% buy-in for the EEIP Process, our entire staff is driven to close the performance gaps for ALL students. SWP is an open-enrollment charter and students who are unsuccessful in traditional districts and identified as at-risk, special education and economically disadvantaged see SWP as a last resort for success. These students often enter with functional deficiencies 2-4 grades below their peers, resulting in low self-esteem, low academic and assessment performance, attendance and discipline issues and behind their cohort for graduation. SWP has transformed the culture and climate of all campuses to a sense of "We can!" Without the EEIP funds, it will be difficult to continue our efforts in striving for excellence and having all of our students feel they have the opportunity to be provided an effective teacher and an adult that is always there for them. We will continue to our planning cycle and will attempt to work with the budget we have, because as you can see with 100% buy-in, our teachers are committed to doing their best for our students. EEIP funds would allow us to reward them for their endeavors.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create/plan comprehensive, holistic Induction, retention, mentoring process	1. Select committee to develop the comprehensive, holistic Induction Process;	04/01/2014	08/31/2016
		2. Add Induction Process to Employee Handbook	04/01/2014	08/31/2016
		3. Select, Train, prepare implementation process for mentor teachers	04/01/2014	08/31/2016
		4. Create schedule of mentor/mentee activities, observation (walk through) schedules, monthly calendar	06/01/2014	08/31/2016
		5. Implement SWP Induction Process	08/01/2014	08/31/2016
2.	Enhance Evaluation Process	1. Create committee	04/01/2014	08/31/2016
		2. Review current process and identify areas to enhance	06/01/2014	08/31/2016
		3. Develop EEIP Evaluation Process	07/01/2014	08/31/2016
		4. Train all staff on EEIP Evaluation Process	08/01/2014	08/31/2016
		5. Implement EEIP Evaluation Process	08/01/2014	08/31/2016
3.	Identify/Provide Professional Development and Collaboration	1. Spring CNA Review	04/15/2014	08/31/2016
		2. Create identified priority committees	05/30/2014	08/31/2016
		3. Share identified priorities with campus/district/professional services staff	06/01/2014	08/31/2016
		4. Provide Professional Development/ Collaboration Calendar	08/01/2014	08/31/2016
		5. Implement Professional Development and Collaboration	9/15/2014	08/31/2016
4.	EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	1. Select committee to develop the EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	05/01/2014	08/31/2016
		2. Add EEIP Strategic Compensation and Retention Plan and Career Pathway Plan to Employee Handbook	05/01/2014	08/31/2016
		3. Select, Train, prepare implementation process for EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	08/01/2014	08/31/2016
		4. Create comprehensive flow chart of the EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	05/01/2014	08/31/2016
		5. Implement SWP EEIP Strategic Compensation and Retention Plan and Career Pathway Plan	09/01/2014	08/31/2016
5.	Recruiting and Hiring	1. Finalize participation at College Career Fairs	05/01/2014	08/31/2016
		2. Finalize advertisements and other activities	05/01/2014	08/31/2016
		3. Follow-up, implement recruitment/hiring activities	06/01/2014	08/31/2016
		4. Begin hiring activities	06/01/2014	08/31/2016
		5. Finalize new hires	08/01/2014	08/31/2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Created SWP EEIP Buy-In Form for staff to sign at the end of the EEIP Presentations to affected personnel groups. The evidence of support will be staff responses on the Buy-In Forms. All staff participated in the discussion of this Grant and 100% signed in favor of applying for this grant on the Buy-In form. Buy-In forms will be provided if needed from all campuses.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be District-wide, involving all 5 campuses: Northeast, Southeast, Northwest Campus, Northwest Elementary, and New Directions.

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